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ABSTRACT

This manual is one of four volumes in a staff development series designed for use with the Georgia Comprehensive Guidance and Counseling units. The helping skills training program, developed to equip school personnel with the competencies necessary to establish and maintain interpersonal relationships, has two components, this self-instructional manual for individual (written) practice, and part 2 for group activities practice. The materials are presented in seven sequential competency units, i.e., attending, listening, perceiving, responding, confrontation and feedback, personalizing, and initiating skills. The format for each unit consists of objectives, background narrative, written exercises, self-initiating exercises, self-evaluation, and a competency checklist. Worksheets with space for written exercises and an answer section for each unit are also included. (MCF)

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BASIC HELPING SKILLS TRAINING PROGRAM

PART I: SELF INSTRUCTIONAL

Georgia Comprehensive Guidance Series

Staff Development
for the
Guidance and Counseling Unit
Georgia State Department
of Education
Atlanta, Georgia

Developed by:

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Fall, 1980

GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

GUIDANCE AND COUNSELING UNIT

STUDENT SUPPORT SERVICES

GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

Charles McDaniel

State Superintendent of Schools

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OUTLINE: BASIC HELPING SKILLS TRAINING PROGRAM

INTRODUCTION - Definition, Research and Purpose of the Systematic Helping Skills Training Program

INTRODUCTION TO THE TRAINEES

SELF-INSTRUCTIONAL: SPECIFIC HELPING SKILLS

Unit I. Attending Skills

Objective 1: The Trainee will be able to define and understand the basic elements of attending skills.

1. Physical Attending Skills

Objective I.1: The Trainees will be able to attend physically to another person utilizing the "SOLER" (Egan, 1975) method and increase their competence in verbal following.

2. Psychological Attending Skills

Objective I.2: The Trainees will be able to attend psychologically to the participant, focusing on their non-verbal behaviors.

Unit II. Listening Skills

Objective II: The Trainees will be able to understand and utilize the process of active listening.

Unit III. Perceiving Skills

Objective III: Trainees will be able to perceive both the content and feeling of a person's statement, and sharpen their perceiving skills through a basic knowledge of psychological defense mechanisms and problem thinking patterns.

1. Perceiving Feelings Accurately

Objective III.1: Trainees will be able to perceive an individual's feelings that are communicated in verbal statements.

2. Surface and Subtle Feelings

Objective III.2: Trainees will be able to perceive surface and subtle feelings in an individual's verbal statements.

3. Defense Mechanisms

Objective III.3: Trainees will sharpen their perceiving skills through a basic knowledge of the most common psychological defense mechanisms.

4. Problematic Thinking Patterns

Objective III.4: Trainees will be able to sharpen their perceiving skills through a basic knowledge of some troublesome thinking patterns.

Unit IV. Responding Skills

Objective IV: Trainees will be able to respond effectively to another person's verbal statement.

1. Natural Response Style

Objective IV.1: Trainees will become more aware of their present (natural) style of responding.

2. Unhelpful Response Style

Objective IV.2: Trainees will become familiar with several unhelpful response styles that can interfere with the helping process.

3. Helpful Ways of Responding

Objective IV.3: Trainees will be able to recognize and utilize some helpful response techniques.

4. Responding with Empathy

Objective IV.4: Trainees will be able to make emphatic responses to another person.

Unit V. Personalizing Skills

Objective V: Trainees will be able to define and utilize a personalizing process.

Unit VI. Confrontation and Feedback Skills

Objective VI: Trainees will be able to use confrontation and feedback skills effectively in a helping relationship.

Unit VII. Initiating Skills

Objective VII: Trainees will be able to formulate and use an initiating (action oriented) response.

INTRODUCTION TO THE GROUP LEADER

GROUP ORIENTED ACTIVITIES: SPECIFIC HELPING SKILLS

INTRODUCTORY SECTION: WARM-UP EXERCISES

Objective: These introductory activities are designed to "break the ice" and help trainees get to know each other better. Group cohesion is a further benefit.

Unit I. Attending Skills

Objective: Trainees will be able to attend physically and psychologically to another person. The development of this skill will be facilitated by active participation in a training group.

Unit II. Listening Skills

Objective: Trainees will be able to actively listen to another individual. The development of this skill will be facilitated by active participation in a training group.

Unit III. Perceiving Skills

Objective: Trainees will be able to perceive both the content and feeling of a person's statement accurately, perceive surface and subtle feelings, perceive defense mechanisms and problematic thinking patterns. The development of these skills will be facilitated by active participation in a training group.

Unit IV. Responding Skills

Objective: Trainees will be able to respond effectively to another person's verbal statement. Competence will also be gained in discriminating between helpful and unhelpful response styles, responding with empathy, and using questions to maximize information. The development of these skills will be facilitated by active participation in a training group.

Unit V. Personalizing Skills

Objective: Trainees will be able to formulate and utilize a personalizing response. The development of this skill will be facilitated by active participation in a training group.

Unit VI. Confrontation and Feedback Skills

Objective: Trainees will be able to use confrontation and feedback skills effectively in a helping relationship. The development of these skills will be facilitated by active participation in a training group.

Unit VII. Initiating Skills

Objective: Trainees will be able to formulate and utilize an initiating response. The development of this skill will be facilitated by active participation in a training group.

INTRODUCTION TO THE MANUAL

This manual is designed to introduce educators to a Basic Helping Skills Training Program. The term "helping skills training" refers broadly to the skills necessary to develop and maintain personal and interpersonal relationships. These necessary skills will be taught in a sequential, progressive fashion and thus can be thought of as a systematic self-instructional program. It is important to learn how to utilize the most elementary of these skills first before moving on to the higher levels of communication.

Throughout this training manual several terms will be used interchangeably. Educators will also be referred to as helpers and trainees, while students will occasionally be called helpees. The educator-student relationship is also referred to as a helping relationship.

Your position as an educator will often place you in the role as a helper. Your students will frequently look to you for guidance, approval, problem-solving assistance, and even solutions to conflicts. A person requesting help from another is often referred to as a helpee. You, as a professional educator, will frequently have the opportunity to help your students with educational, vocational, and personal concerns. Furthermore, you also may be called upon to assist some students to define a wide variety of goals (e.g., educational or personal) and plan a course of "action-steps" to accomplish these goals. In short, you are the helper.

Since your job occasionally places you in the role of a helper, your role resembles that of a member of the helping profession, which is comprised of women and men from all walks of life, whose primary occupational task is helping others. It was once believed by the helping community that any type of helping intervention would be constructive and beneficial for the helpee. However, contemporary psychological research has suggested that helping can be "for better or worse." In other words, it was discovered that attempts to help by some helpers were more hurtful than helpful. The reason for this was that they either lack the necessary helping skills to be effective or their skills were underdeveloped and hence of little use.

This manual is designed to help you, the professional educator, become a more effective helper. It is written from a competency-based format, which means that it is designed to help you learn a number of specifically defined competencies or skills. Learning these skills will enable you to form more effective helping relationships with your students. Competency-based helping skills training clarifies the helping process and it is based upon four assumptions.

1. The helping process can be broken down into specific individual skills.
2. Skills can be learned through practice
   - individual practice--through written exercises
   - group practice--through group activities.
3. Skills have a positive influence on the helping relationship.
4. Skills will contribute to participants' defining their individual educational-occupational goals.

This training manual was designed so that you can both learn and practice the skills you will need to become a more effective helper. There will be two parts in this program:

Part One will be self-instructional and is written for individual practice. This part will contain groups of written exercises that individuals can respond to.

Part Two will be group oriented activities. This part will contain group activities designed to build specific human relations skills and should be practiced in the context of a training group.

This manual will deal exclusively with *Part One*; the group activities of *Part Two* are contained in an additional manual. The purpose of these exercises/activities is to help the educators begin to translate the skills of this systematic Helping Skills Training Program into practice.

This competency-based Helping Skills Training Program is a systematic developmental program which will help you develop the competencies necessary to provide an effective helping relationship. Through either individual (written) or group (activities) practice, you will acquire competency in *seven* major areas. These areas are:

1. Attending Skills
2. Listening Skills
3. Perceiving Skills
4. Responding Skills
5. Confrontation and Feedback Skills

6. Personalizing Skills

7. Initiating Skills.

As you develop more competence in these skills through written and group practice, you will find yourself becoming more effective in your helping interactions with your students.

INTRODUCTION TO TRAINEES

Helping skills training focuses on the development of skills in personal and interpersonal relationships. Such skills include expertise in listening to and communicating with others; but because listening requires attending as well as processing, and communicating involves both understanding and responding, the acquisition of such skills is not as simple as it may seem. If we accept that human beings and their behaviors are a product of what is learned from the environment, we must also accept the responsibility for improving the quality of this environment by improving the quality of interpersonal relationships within it. Regardless of how we view such learned behaviors, we must acknowledge that the way in which other people respond to us largely determines how we feel about ourselves. Helping skills training then focuses on enhancing interpersonal relationships and thereby strengthening self-concepts. In short, it is intended to facilitate effective living with one another and with ourselves.

Developing as a response to tensions and turmoil in the sixties, helping skills training reflects the ever-increasing need for more facilitative communication among all individuals, especially family and school personnel as they are most closely associated with the child. Blocher (1973) asserts that the modern family, having given up the role of vocational trainer, now contributes to a child's emotional growth through human relations training. Yet, families are spending less and less time together while youth are constantly confronted with a rapidly changing environment which demands more awareness, more attention, and ultimately more skill in communications. Many researchers maintain that in recent years the lives of our children have been significantly altered by scientific, cultural, social, and knowledge revolutions.

In response to such changes and the decrease in familial interactions, other studies have explored the role of the school in the rapidly changing world. A recent poll conducted with Atlanta community leaders, educators, and students attempted to define and rank goals for education. Communication skills were ranked first priority overall, while four of the top ten goals emphasized the need for skill in interpersonal relationships. A recent Carnegie Commission Survey found that

80% of the students questioned expressed a desire for more emphasis on emotional, not just intellectual, growth. How these emotional needs may be met or these interpersonal skills taught was one area examined by a year-long study of pupil personnel services in California Public Schools. The California task force concluded such services should be an important part of the educational program for all students at all grade levels; and that present pupil personnel services are inadequate to meet the three basic student needs assessed. These three needs include help in relating to others, in understanding one's self, and in planning for the future. The students in this study indicated most important was their need for recognition and acceptance as worthwhile individuals who belong.

The role of educators in meeting this need and a second one, establishing meaningful relationships with others, is critical. Adler contends that the aim of all education is social adjustment and the function of all schools, the understanding and resolution of the child's problems. Gazda (1973) in a text devoted specifically to human relations training carries this even further when he maintains that all students *deserve* the facilitation of total development through the competence and understanding of educators. Too often such concerns with personal development are considered the domain of the counseling office rather than an area improvable only through knowledge, skill, and commitment in all educators. We need to recognize the inadequacies of the traditional counseling one-to-one delivery system, but more important, we need to redistribute the role of counseling to all educators. Guidance then becomes the domain of teachers and counselors alike who must focus on the person as well as the knowledge in a school situation.

Beyond the schools and families exists a society characterized by Toffler (1970) as incredibly diverse, temporary, transient, depersonalized, over-stimulating, and often alienating. Interpersonal relationships in such a world shift and change as the people involved become more mobile and transient. What is lost in such a world, the significance and uniqueness of an individual, may not be automatically or easily regained in a society constantly changing its demands on that individual. The interdependence of technology, communication, and human psychology is unavailable in a world where complexities and new knowledge interweave disciplines. The interdependence of people confronting such complexity

requires more knowledge, awareness, and skill. This manual is designed to aid you in the acquisition of the skills needed to facilitate, model, and teach more meaningful interpersonal interactions in human relations. In gradual steps this model defines, then allows and encourages your participation in the components of basic helping skills:

Attending to another person.

Listening to what that person has to say.

Perceiving the content and feeling in a statement.

Responding to that person and statement.

Personalizing the emotions and goals of another.

Confronting discrepant communications.

Initiating constructive resolutions.

PART ONE: SELF-INSTRUCTIONAL

Part One, contained in this manual, consists of seven units which are written within a self-instructional framework. Each unit will contain the following components:

Objectives

Measurable objectives are the means of stating the specific goal of a unit in such a way that educators will know the changes in behavior expected to occur as a result of the self-instruction. These objectives will be a way for educators to measure their progress.

Narrative Section

Each unit and sub-unit begins with a short narrative section. Each section will describe a specific skill and will assist educators to broaden their knowledge about the helping relationship. It also will give examples of how to implement the particular skill it describes.

Written Exercises

Every unit (except I) contains written exercises that will help you practice individually. These activities were designed to give you an opportunity to practice each specific skill within a self-instructional framework. The answers will be found on the page following the exercise.

Self-Initiating Exercises

Some units (e.g., attending skills) contain exercises that will require you to find a partner (e.g., friend, co-worker) to practice a particular skill with. These exercises can be done on your lunch hour, leisure time, etc. They are designed to give you first hand experience practicing your helping skills.

Self-Evaluation

Every unit contains a "self-evaluation test at the end. This evaluation will help trainees to measure their knowledge of each particular skill as it is presented. The answers are on the page after the evaluation. If trainees miss more than 50% of the questions, it is suggested that they re-read the particular unit.

Competency Check List

At the end of every unit is a competency check list. This list is comprised of specific skills or competencies that could have been learned through reading and/or individual practice. If less than 50% of the competencies for a particular unit have not been mastered, it is suggested that trainees focus on those skills during the group practice sessions which are the second part to this training program.

UNIT I

I. Attending Skills

Objective I: Trainees will be able to define and understand the basic elements of attending skills.

1. Physical Attending Skills

Objective I.1: Trainees will be able to attend physically to another person utilizing the "*SOLER*" method and increase their competence in verbal following.

2. Psychological Attending Skills

Objective I.2: Trainees will be able to attend psychologically to the participant, focusing on their non-verbal behavior.

I. Attending Skills

Objective I: Trainees will be able to define and understand the basic elements of attending skills.

Generally speaking, attending can be defined as being attentive to the helpee. Attending refers to our unspoken communications and usually includes such things as body posture, eye contact, the way we dress, facial expressions, amount of energy, physical fitness and appearance, and tone of voice. The term non-verbal is used to explain messages that are communicated without words between people. Non-verbal behavior is also referred to as "body language."

Attending skills can be broken down into two parts: physical and psychological. To physically attend, each person in the interaction must become aware of the impact one's non-verbal behavior will have on the other person. To psychologically attend, each person must become aware of and understand the meaning of the other's non-verbal behavior, including facial expressions, eye contact, body posture, gestures, voice level and tone, and general physical appearance. The effective helper is skillful in physical as well as psychological attending. Good physical attending is important because it communicates that the helper is paying close attention to helpees and showing respect for them. It also demonstrates a readiness and willingness to enter a helping relationship and conveys the impression that you are prepared to actively listen. Psychological attending is a very important source of information. Many communication experts believe that much more can be learned from persons' non-verbal messages than from their verbal messages. When there is a conflict between verbal and non-verbal messages, professional helpers generally accept the non-verbal messages as the most valid communication. In other cases non-verbal behavior confirms, enriches, and emphasizes the verbal message. Therefore, to be a more effective helper, it is important to improve the quality of both your verbal and non-verbal communication skills.

1. Physical Attending Skills

Objective I.1: Trainees will be able to attend physically to another person utilizing the "SOLER" (Egan, 1975) method and increase their competence in verbal following.

Physical attending can be broken down into five components which can be easily remembered with the acronymn *SOLER*. Each letter represents a specific aspect of attending:

S - *Squarely* face the other person

O - Maintain an *Open* posture

L - *Lean* towards the other

E - Maintain good *Eye* contact

R - *Relax* physically in this position.

The talking aspect of physical attending is called verbal following. This means to direct whatever you may say to what the helpee has just said or mentioned earlier. The flow of your comments should be on the helpee's concern and you should take your cues from him/her. You as the helper do not need to introduce a new topic, just stay with what has already been said. In summary, do not jump from topic to topic but verbally follow the conversation of the helpee as it unfolds.

Competency in the use of these physical attending skills will greatly enhance your ability to help another person. Since attending is a skill, it can be learned and improved upon through practice. The attending exercises that follow are designed to help you become more aware of the physical aspects of attending and should be practiced in a training group. Through practice you will find yourself becoming a much more effective communicator, and your attending skills will become a natural part of your interviewing style.

2. Psychological Attending Skills

Objective I.2: Trainees will be able to attend psychologically to the student, focusing on their non-verbal behaviors.

Psychological attending can be defined simply as paying close attention to the participant's non-verbal message. These messages can be observed in the facial expression and body posture of an individual. For example, a smile usually communicates happiness or approval. Often times people give off "mixed messages" (e.g., persons telling you that they are depressed but having a smile on their face) and it is very important that you, the helper, be aware of these discrepancies. It has been said by some experts that 75% of our communication is non-verbal, therefore, by increasing both your knowledge of non-verbal behavior and your skill in psychological attending, you will become more effective in your helping relationships.

The exercises which follow are not designed to make you an expert on non-verbal behavior, but to help you become more aware of the aspects of attending behavior. Such attending is important as a prerequisite to listening, perceiving, and responding. The following exercises are designed to help individuals to define the psychological meaning of non-verbal communications.

Because certain non-verbal behaviors may not mean the same thing to two people, the difficulty in interpreting non-verbal communication should be stressed. Accuracy of interpretation may be improved by considering several non-verbal behaviors in conjunction with verbal behavior.

Exercise 1: Practice Attending

Purpose: To gain minimal experience in attending behavior.

Procedures:

1. Find a partner (either a friend or family member) at home or work to practice the attending skills just discussed.

2. Pick a place at home or work where you can sit face to face. Two chairs would be ideal, facing each other.

3. Ask your friend to engage in a 3-5 minute discussion about his/her favorite TV show or a movie recently seen.

4. You assume the role of a helper. Adopt a good attending position as described in the previous section using the "*SOLER*" method. Also practice verbal following--just stay with the topic your friend introduces.

5. After about 5 minutes discuss with your parents how he/she felt as you attended to them. How did you feel? What comes most natural to you? What aspect of attending was difficult for you?

Written Exercise 2: Body Language

Purpose: To learn the general meanings of several non-verbal behaviors.

Procedure: This exercise is to be worked on individually. Below are thirteen drawings of people exhibiting a variety of body positions. Your task will be to choose a feeling which characterizes the pose pictured. The answers will be at the end of this section.

Circle the most appropriate answer:

1. Wringing the Hands

1. a. energetic
   b. happy
   c. anxious, expecting
   d. joyful

2. Locked Ankles and Hands

2. a. holding back strong feelings
   b. ecstatic
   c. agony
   d. bold

3. Open Gesture

3. a. sincerity
   b. fear
   c. bored
   d. hurt

4. Arms Crossed

4. a. happy
   b. self-protective
   c. unsafe
   d. free

5. Clenched Fist

6. Touching the Nose

5. a. sincerity
   b. relaxed
   c. peaceful
   d. defensive, defiant

6. a. happy
   b. doubt
   c. certain
   d. fearless

7. Foot Shaking

8. Fingers Pointed Up

7. a. bored, possibly anxious
   b. sure
   c. cheerful
   d. confused

8. a. doubtful
   b. confident
   c. depressed
   d. grief

9. Scratching Face

10. Vacant Look

9. a. confident
   b. pity
   c. questioning, puzzling
   d. satisfied

10. a. boredom
   b. enthusiastic
   c. cheerful
   d. secure

11. Suppressed Lips

12. Hand Covering the Mouth Hiding Conversation

11. a. boredom
    b. joyful
    c. helpful
    d. astonishment

12. a. doubtful, uncertain
    b. delighted
    c. energetic
    d. pleasant

13. Hands Over Eyes

13. a. can't see what you're explaining
    b. fearless
    c. elated
    d. affectionate

ANSWERS TO WRITTEN EXERCISE

1. (c) anxious, expecting
2. (a) holding back strong feelings
3. (a) sincerity
4. (b) self-protective
5. (d) defensive, defiant
6. (b) doubt
7. (a) bored, possibly anxious
8. (b) confident
9. (c) questioning, puzzling
10. (a) boredom
11. (d) astonishment
12. (a) doubtful, uncertain
13. (a) can't see what you're explaining

SELF-EVALUATION FOR OBJECTIVE 1

Instructions: The following questions are designed to help you review the material that was covered in this section. Try to answer the questions from memory. However, if you have forgotten, refer back to the content covered under this objective. The answers will follow this self-evaluation.

Self-Evaluation Questions for Objective 1

1. The term helping skills refers to:

   a. training school counselors
   b. skills necessary to develop and maintain interpersonal relationships
   c. common sense for counselors
   d. skills that must be learned at a university.

2. What is the primary occupational task of the helping profession?

   a. helping others
   b. giving advice
   c. making choices for others
   d. pointing out the helpee's faults.

3. Contemporary psychological research has clearly proven that helping is:

   a. always beneficial
   b. "for better or worse"
   c. seldom helpful
   d. only for professionals.

4. This manual is written in a competency-based format, which simply means that it is designed to help you:

   a. learn a number of specifically defined competencies
   b. give better advice
   c. to become completely competent
   d. solve all your own problems.

5. The helping skills in this manual can be learned through:

   a. relaxing
   b. reading
   c. practice
   d. supervision.

6. Generally speaking, attending can be defined as:

   a. careful listening
   b. being thoughtful
   c. skilled mindreading
   d. being attentive to the helpee.

7. "Non-verbal communication" refers to:

   a. thinking patterns
   b. body language
   c. talking between people
   d. listening.

8. What are the five parts of physical attending?

   S _____

   O _____

   L _____

   E _____

   R _____

9. The talking aspect of physical attending is called:

   a. verbal following
   b. body language
   c. reflection
   d. paraphrasing.

10. Paying close attention to the student's non-verbal messages is called:

    a. physical attending
    b. psychological attending
    c. listening
    d. the SOLER method.

ANSWERS TO SELF-EVALUATION FOR OBJECTIVE 1

1. B
2. A
3. B
4. A
5. C
6. D
7. B
8. S - *Squarely* Face the Other Person
   O - Maintain an *Open* Posture
   L - *Lean* towards the Other
   E - Maintain Good *Eye* Contact
   R - *Relax* Physically in this Position
9. A
10. B

COMPETENCY CHECK LIST FOR OBJECTIVE I

Specific Competencies that I have learned from this section on attending skills.

Below is a list of competencies that you could have learned from this section on attending skills. Check off the specific competencies that you *have* learned.

I CAN:

_____ look another person in the eye when I talk to him/her.

_____ relax my body physically, when speaking to a person.

_____ verbally follow another person in a conversation.

_____ maintain an open, relaxed body posture while attending to another.

_____ recognize mixed messages in a person's non-verbal behavior.

_____ show concern for another person by both body posture and by what I say.

_____ attend physically to another person.

_____ attend psychologically to another person.

UNIT II

II. Listening Skills

Objective II: Trainees will be able to understand and utilize the process of active listening.

II. Listening Skills

Objective II: Trainees will be able to understand and utilize the process of active listening.

Listening is one of the most important skills that you, the helper, can possess. Listening is often thought to be a passive process in which the listener expends little effort or energy. However, listening, as defined in the helping relationship, is a very active experience which involves the helper in the totality of the helping situation. This is known as active listening and usually includes three parts. First, the focus should be on the speaker: the content and feeling of what they are saying to you. Do not worry about what you will say next; concentrate on the participant. Second, you should avoid judging or criticizing the speaker. Remember, at the point in the helping relationship your job is to listen. Third, use your skills and sensitivity to sort out the critical aspects of what is being said. Periodically, you could ask, "What are the key points being expressed--which topics and feelings are most intense?"

Although an individual may *hear* simply because he/she is passively within the range of a sound, to *listen* requires active involvement from an individual. Obviously, listening is often difficult if the listener is emotionally upset, disinterested in what is being said, or overly concerned about formulating or rehearsing a response. The latter usually occurs when an individual has made a private criticism without listening. Such criticism prevents the intake of new information.

The following exercises in listening training are designed to teach you more appropriate listening behavior.

Written Exercise 3: Listening: Instant Recall

Purpose: To increase listening skills by being able to repeat back a statement word for word.

Procedure: This exercise will be worked on individually. Below are five individual sentences that you might hear from some of your students. You are to read the sentence once and then cover it up with a piece of paper. Then you are to write the sentence from memory. Try to remember the sentence word for word. This practice will help to increase your capacity to actively listen to another person.

1. "I am thinking about quitting school because my parents are always pressuring me."

2. "I know I should talk to someone about my problems at home, but I'm not sure who I can trust."

3. "Regardless of how hard I study, my grades still aren't what they should be. It just isn't fair!"

4. "My home room teacher just doesn't like me. I can tell by the way she looks at me. I think she is prejudice or something."

5. "Well, it is really hard to study at home because my parents are always arguing and fighting. Mom won't help me with my homework because she's always too busy and dad is drunk almost every night. It makes me feel like a failure."

Exercise 4: Listening: "HOMEWORK"

Purpose: To practice listening skills until you can repeat short helpee expressions word-for-word--not approximately but *exactly*.

Procedure:

1. This exercise is designed to encourage you to practice your listening skills throughout the day.

2. Periodically, both at home and work, when someone makes a statement to you, try to repeat it in your mind word-for-word.

3. You will find that the more you practice this, the sharper your listening skills will become.

4. If you are serious about becoming a more skillful listener, you can also practice for a few minutes on your lunch hour with a fellow-educator following the format for the next exercise.

Exercise 5: Active Listening

Purpose: To gain practice in listening.

Procedure:

1. Find a partner at home or work to practice your active listening skills.

2. Choose a place that will be free of distractions.

3. Ask you friend to speak for one minute about anything he/she chooses while you actively listen. Remember to: (1) focus on the speaker; (2) avoid making judgments; (3) sort out the important issues being discussed.

4. Now, when your partner is finished speaking try to repeat as accurately as possible the exact words your friend used. This is a good opportunity to combine your attending skills with your listening skills. Attend and listen.

5. Ask your partner to give you feedback about the accuracy of listening. Did you capture the words exactly? What parts did you miss?

6. For a variation of this exercise ask your partner to make a statement to you about a favorite type of music, but the statement should be limited to one sentence. You should practice "parroting" the statement back to him/her. Use the formula, "you said that. . . ," as you repeat back the statement verbatim. Remember the more you practice, the more adept you will become at the skill of active listening.

SELF-EVALUATION FOR OBJECTIVE 2

Instructions: The following questions are designed to help you review the material that was covered in this section. Try to answer the questions from memory. However, if you have forgotten, refer back to the content covered under this objective. The answers will follow this self-evaluation.

Self-Evaluation Questions for Objective 2

1. The objective of this section on listening skills is to be able to understand and utilize the process of:

   a. attending skills
   b. relaxation responses
   c. active listening
   d. passive listening.

2. What is one of the most important skills that you, the helper, can possess?

   a. judging
   b. listening
   c. advising
   d. staring.

3. What is defined in the helping relationship as a very active experience which involves the helper in the totality of the helping situation?

   a. listening
   b. attending
   c. concentration
   d. reflection.

4. In active listening the focus should be on the:

   a. helper
   b. supervisor
   c. speaker's immediate family
   d. speaker.

5. When using active listening you should avoid:

   a. listening
   b. relaxing
   c. judging or criticizing the speaker
   d. eye contact.

ANSWERS TO SELF-EVALUATION FOR OBJECTIVE 2

1. C
2. B
3. A
4. D
5. C

COMPETENCY CHECK LIST FOR OBJECTIVE II

Specific competence that you have learned from this section on listening skills.

Below is a list of competencies that you could have learned from this section on listening skills. Check off the specific competencies that you *have* learned.

I CAN:

_____ actively listen to another person.

_____ focus completely on the speaker when listening.

_____ avoid judging a speaker when I am actively listening to him/her.

_____ listen selectively.

_____ repeat back to a speaker exactly what he/she has said to me.

UNIT III

III. Perceiving Skills

Objective III: Trainees will be able to perceive both the content and feeling of a person's statement, and sharpen their perceiving skills through a basic knowledge of psychological defense mechanisms and problem thinking patterns.

1. Perceiving Feelings Accurately

   Objective III.1: Trainees will be able to perceive an individual's feelings that are communicated in verbal statements.

2. Surface and Subtle Feelings

   Objective III.2: Trainees will be able to perceive surface and subtle feelings in an individual's verbal statements.

3. Defense Mechanisms

   Objective III.3: Trainees will sharpen their perceiving skills through a basic knowledge of the most common psychological defense mechanisms.

4. Problematic Thinking Patterns

   Objective III.4: Trainees will be able to sharpen their perceiving skills through a basic knowledge of some troublesome thinking patterns.

III. Perceiving Skills

Objective III: Trainees will be able to perceive both the content and feeling of a person's statement; and sharpen their perceiving skills through a basic knowledge of psychological defense mechanisms and problem thinking patterns.

The first step in helpful communication is to identify another individual's feelings, a process termed perceiving. Perceiving is the process in which the helper comes to understand the meaning of the obvious and subtle verbal and non-verbal behavior of another person. Attending and listening are prerequisites to perceiving because helpers must attend to and listen to other persons before they can understand other persons' communication. Perceiving can be viewed as a process of evaluating and choosing from several possible messages. To accurately perceive a verbal message you need to be aware of the emotional content of the message because the content usually communicates why people feel as they do. For example, a student who just passed a math exam, may say, "I just passed my math exam and my Mom is going to be real proud of me." The verbal content, passing the exam is associated with the student's emotional response, excitement-happiness. The best way to familiarize yourself with the wide variety of feeling words is to engage in an exercise that examines a variety of feeling words on a "feeling scale." Familiarity with these words will help expand your feeling word vocabulary and help you to label degrees of intensity as you perceive the verbal statements of your participants.

Please complete the brief exercise that follows.

Written Exercise 6: "FEELING SCALE"

Following are examples of feeling words. Please list on the scale an example of a stronger word in the same feeling area and then the strongest word that you know.

		STRONGER	STRONGEST
POSITIVE FEELING WORDS	glad	excited	overjoyed
	pleased	_____	_____
	deep	_____	_____
	admire	_____	_____
	stimulating	_____	_____
	concerned	_____	_____

		STRONGER	STRONGEST
NEGATIVE FEELING WORDS	cruel	_____	_____
	unhappy	_____	_____
	dislike	_____	_____
	puzzled	_____	_____
	irritated	_____	_____

When you have completed this exercise please review the list of feeling words on the next pages for examples of stronger and strongest words. How did you compare with the list? Which ones are new to you? What other words would you like to add?

POSITIVE FEELING WORDS

WEAK			STRONG
glad	happy	excited	overjoyed
pleased	delighted	elated	exhilarated
deep	absorbing	penetrating	profound
admire	fond of	cherish	revere
stimulating	exciting	exciting	inflame
concerned	understanding	involved	emphatic
bold	brave	daring	fearless
pleasing	amusing	entertaining	absorbing
tantalizing	exciting	thrilling	overwhelming
lively	animated	spirited	vivacious
interesting	stimulating	inspiring	sensational
content	cheerful	happy	joyous
adequate	good	great	tremendous
active	lively	vibrant	alive
surprised	amazed	astonished	astounded
untroubled	peaceful	contented	serene
surprised	amazed	aghast	awe struck
unchangeable	invariable	irrevocable	immortal
friendly	sociable	hospitable	convivial
favor	like	enchanted with	love
fancy	care for	desire	adore
prize	esteem	infatuated	idolize
earnest	dedicated	devoted	passionate

NEGATIVE FEELING WORDS

WEAK			STRONG
cruel	brutal	fiendish	murderous
unhappy	dejected	grieving	mourning
dislike	despise	hate	abhor
upset	angry	mad	infuriated
puzzled	confused	baffled	bewildered
irritated	annoyed	provoked	incensed
hard	cruel	unfeeling	heartless
dull	lethargic	sluggish	lifeless
bad	evil	vile	base
unsure	inadequate	useless	impotent
dislike	detest	loathe	abhor
nonsensical	ridiculous	absurd	preposterous
unfortunate	hapless	adverse	disastrous
restless	agitated	tremulous	convulsive
hurtful	harmful	baneful	baleful
trivial	insignificant	trashy	worthless
disdainful	scornful	contemptuous	despicable
shy	timid	fearful	afraid
moody	sullen	surly	antagonistic
annoying	irritating	exasperating	provoking
tearing	disturbing	vexing	tormenting
fretful	irritable	ill tempered	irascible
fret	resent	detest	rage
poor	paltry	pitiful	contemptible

Written Exercise 7: Feeling Words

Purpose: To feel more comfortable with the feeling words that are mentioned on the preceding "feeling scale."

Procedure: Answer the following questions to the best of your ability. Use the preceding list of feeling words to expand upon your vocabulary.

1. Think about an enjoyable experience you've had recently. Now, write down as many feeling words as you can that accurately describe that experience.

2. Think about an unpleasant experience you have had recently. Write down all the negative feeling words that would help to describe that event.

3. How are you feeling right now as you write this exercise? Write these words down also.

The remainder of this section is aimed at helping you to sharpen your perceiving skills. The following exercise will require you to perceive feelings and content but will emphasize the perception of feeling because most individuals need practice in this area. As you work through the written and/or group exercises, you will find yourself becoming more perceptive to the feelings that are communicated to you.

1. Perceiving Feelings Accurately

Objective III.1: Trainees will be able to perceive an individual's feelings that are communicated in verbal statements.

Written Exercise 8: Perceiving Feelings

Purpose: To learn how to accurately perceive the feelings communicated in verbal statements.

Procedure: Trainees should read the following statements, then write down a number of feeling adjectives or phrases describing how the speaker feels. Situation 1 is offered as an example:

Situation 1:

"It was terrible, the classroom conditions were lousy. I had to force myself to go to school; each day was worse than the day before."

How does this person feel? They feel hateful, disgusted and depressed.

Situation 2:

"I'm not sure what to do; maybe I'll just give up. It's no use, nothing I do is right."

How does this person feel? _____

_____

Situation 3:

"When I took the test I figured I'd never make it the first time."

How does this person feel? _____

_____

Situation 4:

"My teacher told me to come see you, but I don't know why--maybe it's all the days I've been absent, don't know."

How does this person feel? _____

_____

Situation 5:

"I don't know what to say" (the person's head is bowed followed by a 20 second silence).

How does this person feel? _____

_____

Situation 6:

"How would you like it--every time he went by he'd make some remarks to me. He did it to the other female students also but because he's the teacher they won't say anything. I wouldn't take it so I came to see you for advice."

How does this person feel? _____

_____

Situation 7:

"I couldn't decide what I wanted to do, so I kept putting it off. Now that I'm failing and I have to decide and I don't know what to do."

How does this person feel? _____

_____

Situation 8:

"I'm thinking about dropping out. I can't take it anymore. How would you like to do the same thing every day? I hate it, so I think I'm going to quit."

How does this person feel? _____

_____

Situation 9:

"I would have been elected to student council if I weren't black. I could tell . . . the look he gave me . . . the tone of his voice when he said 'you lost the election' . . . I could tell. This world stinks."

How does this person feel? _____

_____

Situation 10:

"I have a teacher who dislikes me and there's no doubt that it's going to show on my report card."

How does this person feel? _____

_____

Situation 11:

"Hey Mrs. Jones, I passed the English test. I'm really excited about it and I wanted to thank you for the extra help."

How does this person feel? _____

_____

Situation 12: (7th-grade girl to teacher, outside class)

"Everyone makes fun of me. Well, at least they make fun of my clothes. My family can't afford to buy what those snobs wear. They don't have to like me, but I wish they'd stop making fun of me."

How does this person feel? _____

_____

Situation 13: (9th-grade boy in counselor's office talking with counselor)

"My feelings for a certain girl are so strong that I would just like to be with her all the time."

How does this person feel? _____

_____

Situation 14: (8th-grade girl talking with teacher)

"I hate school because I don't like the bossy big-headed teachers. If I could help it, no one would go to school if they didn't want to go; everyone would make their own decision."

How does this person feel? _____

_____

Situation 15: (9th-grade boy talking to homeroom teacher)

"Math to me is very dull; it doesn't interest me very much. The teacher is boring, too. He doesn't respond to young people. He doesn't make this subject interesting."

How does this person feel? _____

_____

Situation 16: (10th-grade girl to teacher during second semester)

"I've been working like crazy all year to get good grades in your class, but it's useless. I don't have a chance with you."

How does this person feel? _____

_____

ANSWERS TO PERCEIVING FEELINGS EXERCISE

1. hateful-disgusted-depressed
2. discouraged-dismayed-hopelessness
3. pleased-relieved
4. confused-insecure
5. confused-insecure-depressed
6. indignant-angry-disgusted
7. undecided-confused
8. hate-bored-irritated
9. angry-bitter-disgusted
10. slighted-worried-insecure
11. happy-excited-grateful
12. angry-resentful-mad-maybe embarrassed
13. love-passionate-enchanted
14. angry-resentful
15. bored-resentful
16. angry-hopeless

Exercise 5: Perceiving Feelings: PLEASURE/PAIN

Purpose: To practice perceiving feelings in terms of either pleasure/pain.

Procedure: Working alone or with a partner, read the following sentence, decide whether you are hearing pain or pleasure. Once you have determined the category, select a word that describes the pain or pleasure you hear. Following is a list of words that may help you with your selection:

Pleasure	*Pain*
happy	hopeless
joyous	left out
strong	overpowered
peaceful	angry
excited	fearful
gay	unhappy
able	jealous
in charge of self	bored
independent	helpless
powerful	bitter
hopeful	hostile
heard	rejected
understood	embarrassed
	neglected

1. "Wow! This was the best weekend ever!"

_____	_____	_____
Pain	Pleasure	Feeling word

2. "Hey, Algebra sounds interesting!"

_____	_____	_____
Pain	Pleasure	Feeling word

3. "I don't think I'll ever graduate."

_____	_____	_____
Pain	Pleasure	Feeling word

4. "That teacher in the drama department is very demanding--I never want to work with him again."

_____	_____	_____
Pain	Pleasure	Feeling word

5. "I have the feeling that I could do much better in geography if Mr. Smith was more patient."

_____	_____	_____
Pain	Pleasure	Feeling word

6. "I failed the history test, I don't know what to do."

_____	_____	_____
Pain	Pleasure	Feeling word

7. "I just heard through the grapevine that ten students are going to be suspended this Friday."

_____	_____	_____
Pain	Pleasure	Feeling word

8. "I hate you!"

_____	_____	_____
Pain	Pleasure	Feeling word

An alternate to this exercise is to find a partner and ask them to read each sentence or make up other sentences. You try to perceive the feeling of the sentence in terms of pleasure/pain and try to supply a relevant feeling word.

ANSWERS TO PLEASURE/PAIN EXERCISE

1. Pleasure
   feeling word: happy, excited, joyous
2. Pleasure
   feeling word: hopeful, excited, happy
3. Pain
   feeling word: fearful, hopeless
4. Pain
   feeling word: hostile, bitter
5. Pleasure
   feeling word: strong, hopeful, in charge of self
6. Pain
   feeling word: hopeless, depressed
7. Pain
   feeling word: bitter, helpless, angry
7. Pain
   feeling word: angry, bitter, hostile

2. Surface and Subtle Feelings

Objective III.2: Trainees will be able to perceive both surface and subtle feelings in an individual's verbal statement.

Some of the feelings a helpee expresses will be very obvious in the words used and in the way these words are spoken. Because such feelings can be discerned from an individual's verbal statements they are called surface feelings. Other feelings must be inferred from the student's statement. For example, in exercise 10, Situation 1 on the following page: the teacher's anger or surface feelings is more evident than feelings of guilt or shame which might also be inferred. We infer that the teacher may be ashamed for an unreasonable display of anger, or that the same teacher may feel guilt for hurting the children's feelings. Subtle feelings may also be detected in the construction and emphasis of a conversation. A listener who attends to these feelings may be "reading between the lines," to determine those subtle or surface feelings. These feelings are often more unclear than surface feelings and may not relate to them.

When you respond to a student, pay close attention to the surface feelings expressed. At the same time, try to discern any subtle feelings that may be present. These feelings, both surface and subtle will give you valuable information about the student and his/her situation, but the subtle feelings should be considered carefully and cautiously because they are often so indirect and unclear. In the preceding section we have learned to perceive feelings and we now need to consider recognizing subtle feelings also. The following exercises are designed to help you perceive surface feelings and to begin to discern subtle feelings.

Exercise 10: The Identification of Surface and Subtle Feelings

Purpose: To practice distinguishing between surface (obvious) and subtle feelings.

Procedure: Participants should read the following situations and then supply adjectives and adverbs that describe the surface and underlying feelings in that situation. Situation 1 is offered as an example.

1. Teacher to teacher:

   "I'm so mad at myself! I was upset and tired and I blew up at my class for no reason. I know some of them felt hurt."

   Surface feelings: upset, mad, angry, tired

   Subtle feelings: guilty, ashamed

2. Student teacher to another student teacher:

   "Today I was helping Blaine read a story. It was about a little bear that had parents that loved him. Blaine then reported to me that his parents hated him, but he was glad because he hated his parents, too. I could tell by his reactions that he was very sensitive about this so I changed the subject. There must be a way to help him, but I was so overwhelmed with his sudden remark, I just didn't know what to say."

   Surface feelings: _____

   Subtle feelings: _____

3. 10th-grade girl to teacher:

   "I hate to go home after school. If I'm not fighting with my parents, they're fighting each other. It's always so uncomfortable at home."

   Surface feelings: _____

   Subtle feelings: _____

4. Student to teacher:

   "I realize I'm flunking your course, but I just want you to know that I'm actually trying very hard. It seems like the harder I try, the lower my grades get. What should I do?"

   Surface feelings: _____ Subtle feelings: _____

5. 11th-grader to teacher:

   "A lot of times I think about how nice it would be not to have to go to school. And then, if I quit, I wonder how long I would be happy."

   Surface feelings: _____ Subtle feelings: _____

6. "I'm just sick and tired of studying math. The more I study, the more depressed I get."

   Surface feelings: _____ Subtle feelings: _____

7. "I'm really interested in that vocational education program you explained. I never thought about a trade before but I am good with my hands and I'm sure I could handle the responsibility that goes with it. Would you set up an appointment for me?"

   Surface feelings: _____ Subtle feelings: _____

8. "I want to prepare for the spelling test and I also need to study history. I wonder if I could pass spelling even after I prepare for it, I'm just not sure. I did terrible in school, I wonder if I am just plain stupid. What do you think?"

   Surface feelings: _____ Subtle feelings: _____

The answers to this exercise are on the next page. These are only possible answers, since feeling words may vary from person to person and there is no one perfect answer. The main idea is to capture the pleasure/pain aspect of the student's statement.

ANSWERS TO EXERCISE ON THE IDENTIFICATION OF SURFACE AND SUBTLE FEELINGS

1. Surface: upset, mad, angry, tired
   Subtle: guilty, ashamed

2. Surface: overwhelmed, uncertainty, confused
   Subtle: inadequacy, insecurity

3. Surface: fear, pain
   Subtle: lonely, unwanted

4. Surface: helpless
   Subtle: inadequate, despair

5. Surface: concerned, confused
   Subtle: uncertainty

6. Surface: depressed
   Subtle: hopelessness

7. Surface: interested, adequate
   Subtle: confident, earnest, eager

8. Surface: uncertainty, lack of confidence
   Subtle: inadequate, inferiority, unsure

3. Defense Mechanisms

Objective III.3: Trainees will sharpen their perceiving skills through a basic knowledge of the most common pscyhological defense mechanisms.

Perceiving surface and subtle feelings is important because many of these feelings reflect a persons' defense mechanisms, which are used to protect their self-image and to help control their anxiety.

Many people suffer to some degree from feelings of inadequacy, guilt, or fear of rejection that can hinder their effectiveness as helpers. These feelings are sometimes disguised through their defense mechanisms which redirect these feelings into more socially acceptable responses. To hide these feelings, individuals might identify with someone else, rationalize their behavior, compensate by changing their values, project their own motives onto someone else, or adopt an attitude opposite to one previously held. "Defense mechanisms are not acquired deliberately. For the most part, they are unconscious and unverbalized. . . . Defense behavior develops through blind learning and does not involve conscious choice" (Shaffer and Shoben, 1952).

Defense mechanisms are introduced to you here because they can interfere with your perception of a helpee's feelings. If you are using any of the defense mechanisms that we will discuss shortly, there is the strong possibility that you will unconsciously distort your perceptions of the student's verbal and non-verbal messages. As you work through this section, you will become aware of some of the mechanisms you utilize to defend your self-esteem. This increased self-awareness will enable you to perceive more accurately and to respond more effectively to your students. You will also increase your awareness of a student's defensive behaviors.

Although these mechanisms are usually defined as though they represent clear and distinct forms of behavior, they are not usually found in their pure form. Often they overlap, or several may be involved in a certain behavior. We now turn attention to the basic defense mechanisms.

Identification. Identification involves anxiety reduction through attributing to yourself the achievements and other valued characteristics

of some other person, group, or object. Identification typically occurs early in life between a child and the parent of the same sex. Individuals also identify with groups such as neighbors, friends, teams, or schools, and objects such as cars, jobs, homes. Some examples of identification are:

1. "You should have seen my son outrun the whole team as he scored the winning touchdown."
2. "I get furious when I hear students talk negatively about other teachers the way they do. They are not the way they describe them at all."

Rationalization. Rationalization is a defense mechanism in which a person gives socially acceptable reasons for behaviors that were motivated by socially unacceptable impulses. A person who uses rationalization will usually attempt to reduce his/her anxiety through use of blame, elaborate explanations, exaggeration, or excuses. Some examples of rationalization are:

1. "I won't ever made an 'A' in this course, because Miss Jones doesn't like me."
2. "I'm glad that Jim has found himself a new girl; he's kind of square anyway."
3. "I wouldn't want to be as slim as Mary Jane. My plump figure suits my personality just fine!"

Compensation. A person who compensates reduces anxiety by accepting and developing a less favorable but more attainable objective

for a more favorable but less attainable objective. Compensatory behavior also is often characterized by extreme preoccupation. The adjustment occurs because the substitute goal may be an adequate substitute for the favorable objective and because success in the achievement of the substitute goal diverts attention from other personal shortcomings. Some examples of compensation are:

1. "I would rather spend all my evenings working on my lesson plan than anything else I can think of."
2. "I try to be first in everything I do."
3. A teacher describes a situation where a child is compensating for his low ability: "Billy has flunked two grades, and he is just bullying everyone in my fifth grade."

Projection. Projection involves attributing (projecting) one's own motives and characteristics onto others, especially when these motives are a source of personal anxiety. Some examples of projection are:

1. "The only things girls in our sorority are interested in are men."
2. "Everybody will cheat on an exam if given the chance."
3. "I'm disgusted with the money-grabbing, non-professional attitude of every teacher in my school!"

Reaction Formation. Reaction formation is the utilization of an exaggerated attitude that is opposite from one that produces stress and anxiety. In effect, this reduces anxiety by hiding one's true motives from oneself and others. Some examples of reaction formation are:

1. "I have never had to punish my students."
2. "I love everyone--black and white--alike!"
3. "I am horrified by the immorality in all our movies today!"

To summarize, these defense mechanisms have been described to assist the educator in perceiving and labeling responses that are unconsciously motivated to reduce anxiety. By recognizing these defensive behaviors, the educator may more effectively time their responses to produce the least defensiveness and the greatest impact in the helping relationship. There are a number of other defense mechanisms, but for our purposes, a knowledge of these basic five will be sufficient.

Exercise 11: Defense Mechanisms

Purpose: To practice identifying the five basic defense mechanisms that were just described.

Procedure:

1. Below is a list of statements. Read each statement and identify the defense mechanism that is being used. The answers follow directly after the exercise.

2. Next look up the answers on the following page.

3. After you check your answers, discuss your choice of answers with a partner in your group. Also discuss the defense mechanism that you utilize most often.

   A. "Most girls would rather flirt than study."

      Defense mechanism: _____

   B. "I try to be first in everything I do."

      Defense mechanism: _____

   C. "I really admire Mrs. Smith, one of our school counselors. We have many things in common."

      Defense mechanism: _____

   D. "I wouldn't really want to be as popular as Bill Jones. He probably never has enough time to do what he really desires to do."

      Defense mechanism: _____

   E. "I am horrified by the immorality in all our movies today."

      Defense mechanism: _____

ANSWERS TO THE EXERCISE ON DEFENSE MECHANISMS

A. Projection

B. Compensation

C. Identification

D. Rationalization

E. Reaction Formation

4. Problematic Thinking Patterns

Objective III.4: Trainees will be able to sharpen their perceiving skills through a basic knowledge of some troublesome thinking patterns.

A number of thinking patterns have been identified that cause problems in interpersonal relationships. The reason these are introduced to you at this time is because they, like defense mechanisms, can interfere with your perceiving skills. When you are functioning as a helper in your respective work setting, it is important for you to be aware of these thinking styles as they operate in your students during a helping interview. A basic knowledge of these patterns will enable you to be a more effective helper to your students. We now turn our attention to several of these problem thinking patterns.

Jumping to Conclusions. This pattern involves forming conclusions about a subject or event before the person has the necessary amount of information to draw a correct conclusion. This type of thinking is comparable to a jury reaching a verdict before all the evidence is presented. An example of this would be a student who saw a frown on the face of her teacher and thought, "She must be upset with my school performance." In this instance the student saw the frown and reached a conclusion that may have been mistaken. The teacher could have been frowning because of an upset stomach, preoccupation with her own worries, etc.

Overgeneralizing. This pattern makes an unjustified generalization on the basis of a single event. An example is a student who thinks "I never succeed at anything," after failing an examination. Failing one exam certainly does not justify the generalization that I will never succeed at anything.

Magnifying. This pattern of thinking is characterized by the tendency to exaggerate the meaning or significance of a particular event. For instance, a person who is interviewing for a particular job thinks after the interview, "If I don't get this job I've interviewed for, it is the end of the line for me." This is placing too much significance on one single interview. It would be more helpful to start thinking of some alternatives if things did not work out.

"Either-Or" Thinking. This pattern is characterized by thinking in extremes or opposites. Things are either black or white, good or bad, big or small. Middle ground is not recognized. An example would be a secondary teacher who is thinking during the evaluation of a student, "I can't decide whether she is an over or under achiever." The teacher fails to consider that this person may be a medium level achiever.

Awfulizing. This pattern is characterized by "making a mountain out of a molehill." When life's events do not turn out the way this individual thinks they "*should,*" he/she then thinks life is horrible, miserable, and unbearable. The main element of this style of thinking is the individual's *demand* that life, people, and events *should be* the way he/she thinks they should be. The words "should," "ought," or "must" are usually contained in the thoughts or words of this person. An example could be an employee who wears a new dress to the office and her best friend fails to notice the dress, she thinks, "How dare Sally not notice my new dress, she should not be so insensitive, and because she is I feel horrible. I can't stand her." This type of thinking has also been referred to as "I-can't-stand-it-itis." It is unfortunate that Sally did not notice the new dress, but not really terrible or horrible.

These thinking patterns are troublesome to the helper and the helpee alike. Therefore, it is important for you, the helper, to notice when these thinking styles are operating in you or the helpee. They will distort your perceiving skills, interfere with the helping relationship, and reinforce (strengthen) the helpee's self-defeating behavior. Your job as a helper is to assist the helpee to achieve his/her goals, and an awareness of these patterns will do just that. In a later section on confrontation, you will learn how to confront helpees with information that will ultimately contribute to their progress. But for now, let's be concerned with the detection of these patterns and not confronting them. Similar to the defense mechanism in the last section, there are a number of other problematic thinking patterns, but for our purposes, a knowledge of these five will be sufficient.

Exercise 12: Problem Thinking Patterns

Purpose: To practice identifying the five problematic thinking patterns that were just described.

Procedure:

1. Below is a list of thoughts or verbal statements. Read each statement and identify the thinking pattern that is being used. The answers follow directly after the exercise.

   A. "I can't stand this any longer. He should not treat me this way, even if he is the Principal."

   Pattern: _____

   B. "I think that if I score 15 points in each basketball game I'm great but if I score less I'm a failure."

   Pattern: _____

   C. "If I don't get an A in reading next week my whole life will be ruined."

   Pattern: _____

   D. A new student makes a mistake her first day in school and thinks, "I never do anything right."

   Pattern: _____

   E. A Freshman gets a small cut on his hand and thinks, "Oh no! I'll never be able to use my arm again."

   Pattern: _____

   F. A student has an argument with a friend and thinks, "I can't get along with anyone."

   Pattern: _____

G. A student teacher has great difficulty helping a student understand a math problem and thinks, "I never help anyone significantly."

Pattern: _____

H. An elementary student describing her mother, "She is always in a bad mood."

Pattern: _____

I. A school counselor thinks after interviewing a hostile, unmotivated student, "He should not be so inconsiderate, I can't stand people like that."

Pattern: _____

ANSWERS TO EXERCISE ON PROBLEM THINKING PATTERNS

A. Awfulizing

B. Either-Or Thinking

C. Magnifying

D. Overgeneralizing

E. Jumping to Conclusions

F. Magnifying or Jumping to Conclusions

G. Overgeneralizing

H. Either-Or Thinking

I. Awfulizing or "I-can't-stand-it-itis"

SELF-EVALUATION FOR OBJECTIVE III

Instructions: The following questions are designed to help you review the material that was covered in this section. Try to answer the questions from memory. However, if you have forgotten, refer back to the content covered under this objective. The answers will follow this self-evaluation.

Self-Evaluation Questions for Objective 3

1. The first step in helpful communication is to identify another individual's:

   a. feelings
   b. goals
   c. skills.

2. _____ and listening are prerequisites to perceiving skills.

   a. judging
   b. attendance
   c. feeling

3. An example of a positive feeling word is:

   a. initiated
   b. upset
   c. admire.

4. An example of a negative feeling word is:

   a. cruel
   b. stimulating
   c. excited.

5. Identifying another individual's feelings is a process termed:

   a. defending
   b. perceiving
   c. testing.

6. To accurately perceive a verbal message, one should understand or discern the _____ content of the message.

   a. positive
   b. perceiving
   c. emotional

7. "I'm not sure what to do, maybe I'll just give up. It's no use, nothing I do is right." How does this person feel?

   a. discouraged
   b. hopeful
   c. positive.

8. "Hey, that term sounds great!" Is the perceived feeling in this statement pleasure or pain?

   a. pleasure
   b. pain

9. Feelings that are relatively obvious are called:

   a. subtle feelings
   b. surface feelings
   c. inappropriate feelings.

10. Feelings that are more unclear than surface feelings and must be inferred are called:

   a. positive feelings
   b. irrational feelings
   c. subtle feelings.

11. _____ _____ are an individual's attempts to protect his/her self-esteem.

   a. defense mechanisms
   b. obvious feelings
   c. negative deceptions

12. Which defense mechanism involves attributing one's own motives and characteristics to others?

   a. Identification
   b. Projection
   c. Reaction Formation

13. Which defense mechanism is used to give socially acceptable reasons for behaviors that were motivated by socially unacceptable impulses?

   a. Projection
   b. Compensation
   c. Rationalizing

14. _____, like defense mechanisms can interfere with your perceiving skills.

   a. Troublesome thinking patterns
   b. Active listening
   c. Attending behavior

15. A knowledge of the problem thinking patterns will enable you to be a:

   a. perfect problem solver
   b. more effective helper
   c. less effective helper.

ANSWERS TO SELF-EVALUATION FOR OBJECTIVE 3

1. A
2. B
3. C
4. A
5. B
6. C
7. A
8. A
9. B
10. C
11. A
12. B
13. C
14. A
15. B

COMPETENCY CHECK LIST FOR OBJECTIVE III

Specific competencies that you have learned from this section on perceiving skills.

Below is a list of competencies that you could have learned from this section on perceiving skills. Check off the specific competencies you *have* learned.

_____ I am able to perceive the feeling in a person's statement.

_____ I have gained a basic knowledge of several psychological defense mechanisms.

_____ I can detect defensive behavior in another person.

_____ I have expanded my vocabulary of feeling words.

_____ I can accurately perceive the feelings communicated in verbal statements.

_____ I can identify feelings in terms of pleasure-pain.

_____ I can perceive surface feelings.

_____ I can perceive subtle feelings.

_____ I can identify a problem thinking pattern in another person.

UNIT IV

IV. Responding Skills

Objective IV: Trainees will be able to respond effectively to another person's verbal statement.

1. Natural Response Style

   Objective IV.1: Trainees will become more aware of their present (natural) style of responding.

2. Unhelpful Response Style

   Objective IV.2: Trainees will become more familiar with several unhelpful response styles that can interfere with the helping process.

3. Helpful Ways of Responding

   Objective IV.3: Trainees will be able to recognize and utilize some helpful response techniques.

4. Responding with Empathy

   Objective IV.4: Trainees will be able to make emphatic responses to another person.

IV. Responding Skills

Objective IV: Trainees will be able to respond effectively to another person's verbal statement.

Responding is the process of formulating a helpful response that conveys your understanding, concern, and willingness to help. Many times helpers, in an honest attempt to help, respond in ways that are natural to them, but which are, at the same time, ineffective. Responding to another person with what feels natural to us may, in the long run, prove to be harmful to the helpee.

Now that you know how to attend physically and psychologically to another person, actively listen, and perceive feelings, the next step is to respond. As we have mentioned above, responding can either be helpful or harmful, effective or ineffective. Our goal for this section is to familiarize you with some ineffective responding styles and then teach you some more helpful ways to respond to a helpee.

The exercises in this section are designed to help you become a more effective responder, and thereby become a more efficient helper.

1. Natural Response Style

Objective IV.1: Trainees will become more aware of their present (natural) style of responding.

To improve your understanding and appreciation of effective responding, you need to become aware of your present listening and responding skills. The following exercises will help you do just this.

Exercise 13: Natural Responding

Purpose: To become more aware of your present style of responding.

Procedure:

1. Below are several statements that an educator may hear from a student throughout the course of a day's work.

2. Read the statement, and directly under it write your response to the statement. Try to imagine a person actually saying this to you and write your response to the best of your ability. Remember, this exercise is for your benefit so don't worry about making a wrong response. Just write what comes natural to you.

Situation 1:

"What I really like best is math and English."

Your response: _____

_____

Situation 2:

"You know, the closer I get to graduation, the more confused I get about what I want to do."

Your response: _____

_____

Situation 3: (Sixteen year old student talking about her teacher)

"I thought she was going to let me have it. I was afraid that she was just going to tell me she was kicking me out of class. But we sat in the gym and talked about some alternatives."

Your response: _____

_____

Now go back to each response you wrote and try to pick out one strength and one weakness in your way of responding. Those who wish, may discuss their statements with a co-worker and receive feedback from them.

Exercise 14: Natural Responding - Discriminating

Purpose: To try to distinguish between least, moderate, or most effective response.

Procedure: Below are a number of helpee statements. There are also three responses for each statement. Your task is to mark the responses in one of three ways:

least effective	-
moderately effective	M
most effective	+

The first set of responses is completed as an example.

1. "I've been in school now for three weeks and I haven't met anyone yet."

   __-__ (a) What have you tried?

   __M__ (b) You must feel lonely because no one has taken any notice of you.

   __+__ (c) It must be very depressing to be so alone and left out.

2. "I hate my mother--she just disgusts me, but I can't break away, I've nowhere else to go."

   _____ (a) You shouldn't hate your mother, think of all the things she has done for you.

   _____ (b) You feel trapped because you can neither tolerate your mother nor get away from her.

   _____ (c) To be so dependent on someone you feel such hostility towards must be very difficult.

3. "Look at me. My clothes are a mess, my hair long and put up like a freak. Why do I have to look different from everyone else just because my mother's so strange." (Body tense, fisted hand, angry look.)

   _____ (a) Why do you think she won't let you dress the way you want to?

   _____ (b) You feel so out-of-place having to dress differently from the others.

   _____ (c) You're so angry at your parents for making you dress like this that it's getting to you. You'd like to strike back at them, and yet you're afraid to.

4. I used to tell myself that I could quit smoking anytime that I wanted to. Now, I'm not sure I can at all. I'll tell myself that's it and then in a few hours I'm back at it.

_____ (a) You're so disgusted with yourself because you can't stop smoking.

_____ (b) Have you thought about what the Health Dept. has said about smoking?

_____ (c) To think that you have a habit that you can't break is frightening--what if this inability to control spreads to other areas of your life--that's really what has you uptight.

5. The principal was always hassling me so I quit. At that time I thought I did the right thing but now I'm not so sure.

_____ (a) How did the principal hassle you?

_____ (b) You feel uncertain about your decision to quit school.

_____ (c) What a stupid thing for a young person to do.

6. I know you're my counselor, but you're not much older than I am, and I can tell that you like me more than the other students. I know you're not supposed to date students, but I won't tell anyone. Will you meet me tonight somewhere?

_____ (a) What's wrong with you? I wouldn't think of doing a thing like that.

_____ (b) I'm very flattered that you find me exciting, but I wouldn't allow myself to date a student.

_____ (c) I'm sorry that you misunderstood me--I do like you and I want to help you with your concerns. I hope you will consider me a friend. I know how painful it is to want someone and for them not to feel the same way. I know it hurts.

7. The final team roster hasn't come out yet and I'm just about to go crazy. If my name isn't on it, I don't know what I'll do. I wasn't too worried last year, but this time, it's awfully important.

_____ (a) You're feeling very uptight about whether you'll be chosen--especially having to wait and wait.

_____ (b) Why don't you try to relax and do something else and just forget about it, there's nothing you can do now to change it anyway.

_____ (c) When something that important is unresolved--it's awfully hard to live with--hard to put out of your mind--grades, sports--the whole future seems to be hinging on it right now--there's so much involved.

8. My mother never loved me. I was the last baby and I always felt like I was a burden to her--especially until the others left home.

_____ (a) Forget about the past--you can't change that--you have to look to the future.

_____ (b) Even now, it hurts to think about it.

_____ (c) It still hurts to look back on it and even now, you sometimes feel that you are a burden to others.

ANSWERS TO EXERCISE ON NATURAL RESPONDING

1. (a) -
   (b) M
   (c) +

2. (a) -
   (b) M
   (c) +

3. (a) -
   (b) M
   (c) +

4. (a) M
   (b) -
   (c) +

5. (a) -
   (b) +
   (c) -

6. (a) -
   (b) M
   (c) +

7. (a) M
   (b) -
   (c) +

8. (a) -
   (b) M
   (c) +

2. Unhelpful Response Styles

Objective IV.2: Trainees will become familiar with several unhelpful response styles that can interfere with the helping process.

Throughout our lifetime, we find ourselves functioning in many different roles, for example the role of a father or mother, the role of a husband or wife, the role of a student or teacher are just a few. Each role is learned and has certain duties associated with it. Sometimes our roles can become restricting because they do not allow us the freedom to respond to people in a helpful manner. Many professional helpers believe that the more persons are able to lay their role aside, the more effective they will become in interpersonal relationships. All professionals have assumed certain roles: the doctor is a doctor, the teacher a teacher, the counselor a counselor; however, certain situations require individuals to remove themselves from the professional role and relate to the other person (for example: the patient, student, client) in an understanding, helpful, and personal manner.

There are some roles which we assume, often unknowingly, that greatly hinder effective communication. These roles, or unhelpful response styles, create a barrier between the individuals involved. The important thing to remember is that all forms of unhelpful response styles carry with them the risk of blocking further communication and/or hurting the helping relationship. Although the helper's intentions may be good, the results of such unhelpful response styles are often harmful. Below are some unhelpful response styles that you should become familiar with. These will be followed by some examples and an exercise to give you practice identifying these styles.

The Namecaller. This response style is unhelpful because it makes helpees feel worthless, bad, and unlovable because they are so named by the helper.

The Consoler. In using this type of response style an individual tries to make others feel better by talking them out of feelings. Such comforting or sympathizing often prevents further communication.

The Advisor. This type of response style often makes helpees feel that they don't have the ability to work out their own problem because the helper has already supplied the solution.

The Comedian. Helpers using this response style think that if they can be funny or divert the helpee's attention through humor away from the concern that the problem will be partially solved. Such a funny or joking response may ignore the problem totally.

The Investigator. This response style is characterized by an endless string of questions. The questions may gather some valuable information; however, the investigator focuses all attention on the facts about the problem but neglects the helpee's feeling.

Now for some examples of these response styles:

Example Situation. An individual comes into an educator's office seeking help for a problem he is experiencing. During the interview, the student expresses to the educator this statement: "I'm just so incompetent; I feel like a failure and I don't think I'll ever amount to anything."

The Namecaller:	"You're acting like a baby. A person your age shouldn't feel that bad."
The Consoler:	"Don't worry, you'll feel better about things after you find a new job."
The Advisor:	"If I were you I would talk with a psychiatrist."
The Comedian:	"You don't look like a big Dumbo to me. Relax, go get your mind off it."
The Investigator:	"Why do you think you are feeling this way?"

Exercise 15: Unhelpful Response Styles

Purpose: To recognize unhelpful styles of responding.

Procedure: Below are two different situations a helper may encounter at work. Each situation will have a helpee's statement which will be followed by five unhelpful responses. Your task is to identify the responses.

Situation 1:

A student has been accepted into a college prep program and the school counselor is attempting to help her fill out the appropriate schedules and paperwork. During the interview the student says, "I don't have any goals for my life, there must be something wrong with me."

A. "You're not making any sense, what do you mean no goals?"

Response Style: _____

B. "Don't worry, eventually things will fall into place for you."

Response Style: _____

C. "If I were you, I would take a course on decision making."

Response Style: _____

D. "Talking about goals, did you hear the joke about the confused farmer?"

Response Style: _____

E. "Why do you think you haven't any goals?"

Response Style: _____

Situation 2:

A 17 year old dropout expresses during an interview that he quit high school at age 16 and is worred about his future.

A. "Let me tell you a funny story I heard about your former school principal."

Response Style: _____

B. "Why did you quit school?"

Response Style: _____

C. "So you're a 'drop-out'. No wonder you're concerned about the future."

Response Style: _____

D. "I think you should go back to high school or at least get a GED."

Response Style: _____

E. "It's O.K., I understand you. You'll feel better eventually."

Response Style: _____

There are several other unhelpful response styles and that will be elaborated upon in Part II - The Group Section.

ANSWERS TO EXERCISE UNHELPFUL RESPONSE STYLES

Situation 1:

A. Namecaller

B. Consoler

C. Advisor

D. Comedian

E. Investigator

Situation 2:

A. Comedian

B. Investigator

C. Name Caller

D. Advisor

E. Consoler

3. Helpful Ways of Responding

Objective IV.3: The trainee will be able to recognize and utilize some helpful response techniques.

The objective of this section is to help you learn more helpful ways of listening and responding to other people. These skills emphasize acceptance and understanding between people as they work together to solve a problem. Essentially, a helper with these skills reflects a person who is sensitive to basic human needs; and respectful and understanding of other's feelings.

You will practice each of these skills as they are presented through written exercises and group exercises, composed of a listener who attends without interruptions and a speaker who verbally states a problem. It has been demonstrated that even if the listener's attention seems artificial at first, as the discussion progresses, it appears to become increasingly more genuine. Remember, if you are listening to the content and the feeling, as well as attending to the non-verbal behaviors of the speaker, you will be receiving valuable information from the helpee that will enable you to be a more effective helper.

Several techniques for helpful responding will now be presented.

A. *Open-Ended Questions*

When an individual approaches you for help of any kind, you will probably need to ask some questions. In order to gain the maximum amount of information from the helpee, your questions should be phrased in such a manner as to allow the helpee to answer most fully. An open-ended question does this very thing. It allows the interviewer to offer an opportunity for the helpee to express himself freely. The opposite of an open-ended question, a closed question, may be answered with a few words and little thought or feeling. The following example may help clarify the difference between the two ways of responding.

(1) OPEN How do you feel about your home room teacher?

What would you like to say right now?

Would you tell me a little bit about these feelings you have?

Could you explain this goal?

(2) CLOSED

Do you love your father?

Are you happy right now?

Will you say this to anyone else?

The use of open-ended questions provides an opportunity to focus on another person's concerns rather than on the helper's need to gather information. When answering closed questions, people usually do not give out more than the bare minimum of information requested from them.

The following examples will demonstrate a variety of uses of open-ended questions.

Beginning Interviews

Where would you like to begin today?

What has happened since the last time that we talked?

Further Explanations

Could you explain that more completely?

How could you accomplish that?

Gathering Specific Examples

Could you give me an example of what you mean by that?

How do you act when you get rejected?

Another helpful hint to remember when asking questions is to try to avoid "*why*" questions. Questions beginning with *why* are often viewed as advice or criticism and tend to threaten people. People often respond defensively to why questions. Therefore, although you may have to ask why occassionally, it is best to try to use it as little as possible. By rephrasing your question and using what, where, when, how, and who instead of why, your questions will tend to be more effective and gain more information.

Here is an example of how to do this:

1. "Why did you quit school?" Can be changed to "What was there about school that led you to quit?"
2. "Why did you miss last week's interview?" Can be changed to "What happened to you last week that caused you to miss the interview?"

3. "Why do you smoke?" Can be changed to "What makes you want to smoke?"
4. "Why is it hard to get up in the morning?" Can be changed to "What makes it hard to get up?" or "How is it hard to get up?"

Exercise 16: Open-Ended Questions

Purpose: To identify open-ended questions.

Procedure: Below are five statements. Distinguish between open-ended (OE) and closed (C) questions. After each question, mark either (OE) or (C). The answers are directly after the exercise.

1. "Did you get fired or quit?" _____
2. "Could you explain that more completely?" _____
3. "What has happened since the last time we talked?" _____
4. "Was the teacher a nice person?" _____
5. "What is there about working with you hands that you like?"

_____

ANSWERS TO EXERCISE OPEN-ENDED QUESTIONS

1. C
2. OE
3. OE
4. C
5. OE

B. *Responding to Feelings*

When individuals come to you for help they will be expecting and hoping that you will be able to understand them. Throughout the interview, students will be expressing themselves verbally, trying to communicate to you exactly what they want from you. Some helpees may need help personally, others may need to be referred to another individual, while still others may not be sure what they want or need. Your job as a helper is to attempt to understand helpees' needs and help them to express any related concerns. Every helpee's verbal statement will be accompanied by a feeling, either positive or negative, and once you have *perceived* the feeling your next task is *to respond* to the feeling.

The major emphasis in responding to feelings is to listen, understand and respond effectively to another person. In other words, a helper listens not only for the content of a speaker's message, but also for the feeling. Responding to feelings is a powerful strategy that enables the helpee to explore the problem more completely. Responding to what someone else has said lets that person know that you, the listener, are attending to the words and the feelings those words convey. As you develop this skill, you will not only be listening to words, but to the way in which the speaker says them. In essence, when the helper responds to feelings, he/she communicates, "I am with you" and "I understand what you are experiencing."

An example will help demonstrate an appropriate response to a helpee's statement:

Statement 1:

"I am afraid that my parents will find out that I want to quit school."

Response to Feeling:

"You feel scared."

Statement 2:

"How could I ever keep a job if I couldn't handle school?"

Response to Feeling:

"You feel confused" or "you feel inadequate."

When the helper responds to an individual's feelings he/she clarifies the meaning of a situation by identifying the accompanying feelings. These feelings are the emotions which are inferred from the helpee's verbal and/or non-verbal messages.

A good way to start "tuning-in" to a student's feelings is to ask yourself as he/she speaks, "How would I feel if I was this person?" There is a formula to help you communicate this understanding back to the helpee--"You feel _____." This formula may seem artificial but it will help you to start formulating effective responses to an individual's feelings until you are able to formulate more natural ones. Following are some exercises to help you practice responding to a helpee's feelings.

Exercise 17: Responding to Feeling

Purpose: To practice formulating helpful responses to feeling.

Procedure: The following written exercise is designed to give you practice responding directly to an individual's feelings. Writing out your responses is one way of practicing, and this will help you in an actual face-to-face helping interview with a student. In all the previous exercises we used "he/she feel this way"; we will now shift to the formula "You feel _____." In doing this exercise, try to imagine yourself, as vividly as possible, actually listening to and talking to someone. The answers will follow this exercise. Take your time and think about how the person is feeling before you write out your response.

1. "Sometimes I just think I'm not going to make it."

   Response: You feel _____

2. "I'm just so eager and excited--I can't wait to get started."

   Response: You feel _____

3. "I'm sick and tired of being treated this way. I won't stand for it any longer."

   Response: You feel _____

4. "I just don't know which way to turn."

   Response: You feel _____

5. "I've tried so hard to get a part-time job. You know, I put you down for a reference."

   Response: You feel _____

6. "I haven't heard a word yet, but I know someone who was suspended last week, so I'm going back again this morning."

   Response: You feel _____

7. "I ain't had a job since I quit school a couple of years ago. Some of my friends are out of work too--jobs are scarce. Well, what's the use anyway, nobody is hiring anyway."

   Response: You feel _____

8. "I use to cut people's grass every other week, but I don't even do that now and . . . I just got to have some money."

   Response: You feel _____

9. "In a way, I'd like to take that science course over again. The readings weren't much fun but I like the lab. If only I had a way to turn time back but I don't."

   Response: You feel _____

10. "Well, in my head I've been wanting to split this school really bad, just get away from here and start a new life, but it's kind of hard just to walk away."

    Response: You feel _____

11. "You've got to have enough money to support yourself until you can get a job and pay. I don't have any money."

    Response: You feel _____

12. "I used to have a lot of friends when I was in Jr. High. I mean everybody liked me. But after I got in trouble with the police, nobody every comes around anymore. I don't have any friends now."

    Response: You feel _____

13. "I think I could fit in with her class policies and adapt. Because you know that no one is really killing themselves. You study hard but no one is killing themselves."

    Response: You feel _____

14. "The job at McDonald's was a pretty hard job but the relationship we had with our boss was very good, but the work was hard."

    Response: You feel _____

15. "You are asking me about my goals, and I don't know what to answer. I just don't know what my goals are."

    Response: You feel _____

ANSWERS TO EXERCISE ON RESPONDING TO FEELING

1. discouraged
2. really great; excited
3. angry
4. confused; mixed up
5. discouraged
6. hopeful
7. hopeless; resigned
8. desperate
9. frustrated
10. trapped; uncertain
11. isolated, bitter
12. rejected; lonely
13. cynical--confident
14. uncertain--ambivalent
15. unclear--confused

C. *Brief Facilitative Comments*

"Brief Facilitative Comments" reflects a listener who can provide short comments which encourage a speaker to continue talking; and a listener who can briefly but directly integrate what is said. Simple "um-humm's," repetitions of one or two words just spoken, or one-word questions, such as "Then?" are often sufficient. The development and use of this skill does not imply that it is a perfect response in all interactions or interviews; but the skill may be used effectively in situations that do not require more verbal and more direct feedback and elicitation of further comments. Specific examples of "Minimal encouragement to talk" responses are: one word questions such as "Oh?", "So?", "Then?", "And?", the repetition of one or more key words, and non-directive feedback like "Tell me more," "Give me an example," and "umm-humm." The opposite of "brief facilitative comments" may be exemplified by wordiness, personal references, and, generally, lengthy statements which detract from the speaker's stated concerns.

4. Responding with Empathy

Objective IV.4: Trainees will be able to make emphatic responses to another person.

Empathy is often misunderstood and confused with other related words.

Although empathy contains understanding, it requires that an individual perceive and understand a situation from another person's viewpoint. In other words, the helper must see a situation through the eyes of the student in order to empathize with that person. The old saying "put yourself in my shoes" is a good one to remember in your attempts to be empathetic. Empathy leads to understanding which forms the basis of the helping relationship.

Therefore, a good definition of empathy includes not only putting yourself in the other person's place but also being able to communicate to him/her your understanding of both the content and feeling of the message.

As we have a formula for responding to feeling, we also have a formula for responding with empathy. Empathetic responses include both the feeling and content of the message. The formula is--"You feel _____ because _____." The goal is to let the other person know that you understand exactly what was expressed.

Responding with empathy is not an easy task, especially in the beginning when there is much to learn and understand. To help you in the early stages of training, it is much easier to use the formula response, "You feel _____ because _____." Using the formula will help you formulate empathetic responses by filling in an appropriate feeling word, or phrase, and the appropriate content.

Below are four examples that demonstrate empathetic responses, using the formula "You feel _____ because _____."

1. "Why am I the only one who didn't get an A in your class? It always seems to work out that way. I don't think it's fair."

   Formula Response: "*You feel* angry and mistreated *because* I didn't give you the same mark as the rest of the class."

2. "It's not easy when people are laughing behind your back. You don't know what it feels like."

   Formula Response: "*You feel* hurt *because* people are laughing at you behind your back."

3. "The other kids in the class always get your attention. You never seem to notice me."

   Formula Response: "*You feel* sort of left out *because* I don't give you as much attention as you see the other students getting.

4. "Mom just told me this morning and I still can't believe it. Jim asked Mom to marry him last night. He's a great guy, just the kind of person anyone would be proud to have for a father."

   Formula Response: "*You feel* on top of the world *because* your mom is remarrying, and your father-to-be is just what you want in a dad."

Exercise 18: Responding with Empathy

Purpose: To familiarize trainees with the formula response for empathy.

Procedure: This exercise will give you practice in writing empathetic responses using the formula, "You feel _____ because _____." In completing this exercise, try to imagine yourself, as real as possible, actually listening to and talking to someone. If the formula approach sounds mechanical or artificial, bear in mind that it is only a technique to help you get started. Situation 1 is offered as an example.

1. 12th grade boy--"Government class would be okay if we didn't do the same thing every day. The lectures are good, but that's all we ever seem to do."

   Formula: "You feel *bored and frustrated* because *class could be more interesting if I did more than just lecture to make it more interesting for you."*

2. 10th grade boy--"I would like to go on to college when I finish high school. I know that's what I want to do. But, some of those courses I need like chemistry, and physics, and algebra II; I just don't know how I'm going to get through all that."

   Formula: "You feel _____

   because _____"

3. 9th grade girl--"I know I'm supposed to dress out in gym clothes, but I don't care, I'm not going to do it. Those creepy girls just want to make fun of me when we have to take showers."

   Formula: "You feel _____

   because _____"

4. 11th grade girl--"This school gets more like a prison everyday. First, you tell us we can't go braless. Now, you say we can't wear hip-hugger pants. Wow, all we want is to be comfortable. What's the big deal, anyway?"

   Formula: "You feel _____

   because _____"

5. 8th grade boy--"I tried to, just like you asked me, Mrs. Chambers, to get my father to the PTA meeting last night. But I guess I overdid it. After the third time at asking him he sent me to my room and said something like, PTA is just a lot of crap."

   Formula: "You feel _____

   because _____"

6. 7th grade girl--"Somebody keeps writing 'fat-so' on my wall locker, this is the second time this week. Why don't they just leave me alone."

   Formula: "You feel _____

   because _____"

ANSWERS TO EXERCISE FOR RESPONDING WITH EMPATHY

Feeling	*Because*
1. bored and frustrated	because class could be more interesting if I did more than just lecture to make it more interesting for you.
2. a little insecure	because you're not sure about your ability to handle some of the college prep courses.
3. left out	because the girls made fun of you instead of including you in their group.
4. angry/uptight	because you can't dress the way you want to.
5. disappointed	because your father didn't attend the meeting, especially when I requested him to.
6. put-down	because some people are making fun of you by writing a derogatory name on your locker.

Remember, your answers may differ slightly from the above; the main idea is to capture the feeling and content that *you* perceive in the student's statement.

Exercise 19: Practice Responding

Purpose: To familiarize trainees with translating formula responses into natural responses.

Activity: First, review each of the formula responses you developed for the situations depicted in the previous exercise. Now write a more natural response for each of the formula responses.

A sample for Situation 1 is included below:

Situation 1:

Natural: *"It's boring and frustrating for you to have to sit in class day in and day out when I could do something more than just lecture to make it more interesting for you."*

Situation 2:

Natural: _____

_____

Situation 3:

Natural: _____

_____

Situation 4:

Natural: _____

_____

Situation 5:

Natural: _____

_____

Situation 6:

Natural: _____

_____

SELF-EVALUATION FOR OBJECTIVE IV

Instructions: The following questions are designed to help you review the material that was covered in this section. Try to answer the questions from memory; however, if you have forgotten, refer back to the content covered under this objective. The answers will follow this self-evaluation.

Self-Evaluation Questions for Objective IV

1. What is the process of formulating a helpful response that conveys your understanding and concern.

   a. perceiving
   b. attending
   c. responding

2. Throughout our lifetime, we find ourselves functioning in many different _____.

   a. countries
   b. roles
   c. jobs

3. Each role we assume in life is _____.

   a. easy
   b. inherited
   c. learned

4. What kinds of roles create barriers between the individual's involved?

   a. unhelpful response styles
   b. effective response styles
   c. helpful response styles

5. Which response style is unhelpful because it makes the helpee feel worthless, bad, and unlovable?

   a. comedian
   b. name caller
   c. investigator

6. Which response style is unhelpful because it supplies its own solution?

   a. name caller
   b. consoler
   c. advisor

7. Which response style is characterized by an endless string of questions?

   a. consoler
   b. investigator
   c. comedian

8. Which type of questions get the most information during an interview?

   a. open-ended
   b. closed
   c. "why" questions

9. Which type of questions can be threatening to a helpee?

   a. "what" questions
   b. "how" questions
   c. "why" questions

10. What is described as "putting yourself into another's shoes?"

   a. perceiving
   b. empathy
   c. feeling

ANSWERS TO SELF-EVALUATION FOR OBJECTIVE IV

1. C
2. B
3. A
4. A
5. B
6. C
7. B
8. A
9. C
10. B

COMPETENCY CHECK LIST FOR OBJECTIVE IV

Specific competencies that you have learned from this section on responding skills.

Below are a list of competencies that you could have learned from this section on responding skills. Check off the specific competencies you *have* learned.

_____ I can respond effectively to another person.

_____ I understand the unhelpful response styles covered in this section.

_____ I can recognize when I use an unhelpful response style.

_____ I can ask open-ended questions.

_____ I can respond to a person's feelings.

_____ I know the formula for responding to feeling.

_____ I can formulate and use helpful empathetic responses.

UNIT V

V. Personalizing Skills

Objective V: Trainees will be able to define and utilize a personalizing response.

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Empathetic responses encourage individuals to examine their present life situation, but if used too often they can encourage helpees to focus too much on other people. Talking in circles and never really considering how they are contributing to the problem are other difficulties that can result from using these responses too frequently. On the positive side, the *personalizing response* does encourage helpees to discuss the personal meaning of the problem and to indicate what they are doing to influence the situation. In other words, the personalizing response encourages personal responsibility.

The basic formula for a personalizing response is: "You feel _____ because you _____."

This type of response enables helpees to begin to see that they are responsible for their feelings and problems, and for reaching future goals. Another part of your job as a helper, is to assist helpees to understand their personal involvement in their particular situation. When a person has a problem (for example, poor grades) there is a tendency to blame others for this problem. As long as others are blamed, the situation will never change--what this individual needs to understand is his/her personal involvement in the situation and responsibility to initiate change.

The other important aspect of the personalizing response is to personalize the goal. This is often the flip side of the problem and indicates what the student would like to be doing. In the above example, the person would much rather be graduating than blaming the teacher for a failing grade average. A helpful formula to personalize the goal is an extension of the one that was just used--"You feel _____ because you _____ and you want to _____ (goal). A personalized goal response for a student with failing grades would be--"You feel *discouraged* because *you are failing half your classes* and you want to *graduate*." This type of response will start helpees thinking about a goal that has personal meaning to their particular situation.

We should emphasize that helpers should not follow the formula rigidly in helping situations. Formulas are used to insure that all necessary communications are included and to help in the initial development of verbal helping skills. In actual practice you may never use the phrase "You feel." As long as you respond to the helpees' feelings, and assist them in understanding their personal involvement in the situation, you will be an effective helper.

Exercise 20: Personalizing Response

Purpose: To familiarize trainees with the formula of a personalizing response.

Procedure: This exercise will give you practice in writing personalizing responses using the formula, "You feel _____ because you _____." In completing this exercise, try to imagine yourself, as real as possible, actually listening to and talking to someone. If the formula sounds mechanical, bear in mind that it is only a technique to help you get started.

1. "I liked the only job I had before--selling newspapers. My branch manager praised my work because I was dependable. I was important to them."

   Response: "You felt _____ because you _____."

2. "I used to enjoy studying with people but I had some problems with my classmates, and now I don't trust any of them."

   Response: "You feel _____ because you _____."

3. "I'm a little embarrassed to admit that I'm 19 and never graduated from high school. I got tired of my parents pressuring me for grades so I quit."

   Response: "You feel _____ because you _____ and you want to _____."

4. "I hate filling out applications for jobs because those rich factory owners try to make me feel stupid by using big 50¢ words."

   Response: "You feel _____ because you _____."

5. "I'll never get selected because I'm a woman. Those male members of the student government are prejudiced against me. I know I can outwork any of the males, if they only give me a fair chance."

   Response: "You feel _____ because you _____ and you want to _____."

ANSWERS TO THE EXERCISE ON PERSONALIZING SKILLS

	Feeling	*Because You*
1.	important	were praised and appreciated
2.	distrustful	have been hurt by your classmates
3.	ashamed	made the wrong decision to quite school and you want to *take the GED*
4.	threatened or inadequate	have trouble reading employment applications
5.	inadequate	are a woman and have been discriminated against and you want to *be selected for the student organization*

SELF-EVALUATION FOR OBJECTIVE V

Instructions: The following questions were designed to help you review the material that was covered in this section. Try to answer the questions from memory; however, if you have forgotten, refer back to the context covered under the objective. The answers will follow this self-evaluation.

Self-Evaluation Questions for Objective V

1. What type of response encourages the helpee to discuss the personal meaning of the subject:

   a. feeling response
   b. empathetic response
   c. personalizing response

2. The basic formula: "You feel _____ because you _____" is used for which response?

   a. personalizing
   b. feeling
   c. perceiving

3. The personalizing response enables the student to begin to see that he/she is responsible for his/her feelings and problems, and for

   a. reaching future goals
   b. world inflation
   c. perception skills

4. When a person has a problem there is a tendency for him to _____ others.

   a. love
   b. blame
   c. enjoy

5. The important part of personalizing a response is that it helps the individual to see her _____ _____ in the situation.

   a. good luck
   b. poor taste
   c. personal involvement

6. Response formulas must always be used for every helping situation.

   True or False

ANSWERS TO SELF-EVALUATION FOR OBJECTIVE V

1. C
2. A
3. A
4. B
5. C
6. False

COMPETENCY CHECK LIST FOR OBJECTIVE V

Specific competencies that you have learned from this section on personalizing skills.

Below are a list of competencies that you could have learned from this section on personalizing skills. Check off the specific competencies that you *have* learned.

_____ I can define a personalizing response.

_____ I can use a personalizing response.

_____ I can help a person understand his/her personal involvement in a situation.

_____ I know the formula for personalizing a response.

_____ I can help another person accept responsibility for his/her feelings and problems.

_____ I can help an individual personalize a goal.

UNIT VI

VI. Confrontation and Feedback Skills

Objective VI: Trainees will be able to use confrontation and feedback skills effectively in a helping relationship.

VI. Confrontation and Feedback Skills

Objective VI: Trainees will be able to use confrontation and feedback skills effectively in a helping relationship.

Feedback and confrontation are two closely related helping skills that can be extremely beneficial to you. The term feedback is a word that has been borrowed from the field of electronics, where information is fed back, into an electrical system so that corrections can be made. In the helping relationship, personal information can be fed back (feedback) to individuals to give them a better idea of how they are being received by others. With this information, they can either continue to do what they are doing or change their behavior. Feedback should be specific, helpful, and given at the right time.

Confrontation is a little stronger term. Confrontation is usually a direct statement that challenges persons to face themselves honestly and realistically. It is a powerful skill when used effectively but should be used with caution, and only after initial trust has developed in the helping relationship. Confrontation is a type of feedback that can greatly influence the student when it is used with the right attitude. Remember that confrontation is a direct statement that describes a specific feeling, problem, or inconsistency in the person you are confronting. It is usually used in a format similar to "*on the one hand* you're telling me you like your English teacher, *but on the other hand* you're always criticizing her." A confrontation like this points out the *inconsistency* between *words* (saying you like the teacher) and *actions* (always criticizing her). The purpose of this type of direct statement is to increase students' understanding of themselves and their particular situation. Persons may not realize that they are being inconsistent, and a confronting response from a concerned and caring helper can help them to clear up the inconsistency. A note of caution, however, is in order. If congrontation is delivered with a harsh attitude it will scare students and they may become defensive. To reemphasize, confront inconsistencies only when trust is established in the relationship and only with a caring attitude. Now for a couple of examples.

Situation 1:

An individual states that he really wants to pass a test, yet he spends no time studying for it.

Confrontive Response:

"On one hand you tell me that you want to pass the test, but on the other hand you are not studying for it. That's inconsistent."

Situation 2:

An individual says how much he loves school yet he is missing two days of school each week.

Confrontive Response:

"You're telling me that you really love school but you are missing days for no reason. That doesn't fit together."

Both of these example confrontive responses, if given with a caring attitude, would have given individuals a chance to examine the inconsistency of what they said and what they actually did. It also would have given them the opportunity to examine the possible consequences of their behavior.

Now for some exercises in confrontation.

Exercise 21: Self-Confrontation

Purpose: To practice confrontation

Procedure: Before confronting others, it is best to practice on yourself, because harsh and inappropriate confrontation will do more harm than good.

1. Think of two areas in your life in which you could benefit from some kind of challenge or constructive confrontations, areas in which you would like to examine yourself more carefully. (For example: a bad temper, being "moody," allowing others to push you around, not speaking up for yourself, etc.).

2. Now, write a paragraph in which you confront yourself quite harshly.

3. Next, write a paragraph in which you confront yourself more gently and caringly.

4. After writing out these self-confrontations, share them with a partner in your training group. How does it feel to "blast yourself" harshly? What difference did it make when you confronted yourself more lovingly?

Exercise 22: Confrontation

Purpose: To practice formulating confrontive responses.

Procedure: Below are three statements. Read the statement, think about any inconsistency in it, and write out a helpful confrontive response below it. Some possible answers are on the next page.

Situation 1:

A young student states that she really loves her parents but as she says this her face looks very sad.

Confrontive Response: "_____

_____."

Situation 2:

A student says that he is very interested in making the football team but he has not shown up for three tryout practice sessions.

Confrontive Response: "_____

_____."

Situation 3:

An individual states that he really wants to raise his grades--but he never attends the study-help sessions.

Confrontive Response: "_____

_____."

ANSWERS TO CONFRONTATION EXERCISE

1. "On the one hand you tell me you love your parents but at the same time you look sad."

2. "You say you want to be a varsity football player but you've missed all the tryouts."

3. "On the one hand you tell me you really want to raise your grades, but on the other hand you are not showing up for the study-help sessions. I don't understand."

SELF-EVALUATION FOR OBJECTIVE VI

Instructions: The following questions are designed to help you review the material that was covered in this section. Try to answer the questions from memory; however, if you have forgotten, refer back to the content covered under this objective. The answers will follow this self-evaluation.

Self-Evaluation Questions for Objective VI

1. What term has been borrowed from the field of electronics?

   a. feedback
   b. feeling
   c. confrontation

2. Feedback means that _____ is fed back to individuals to give them a better idea of how they are being received by others.

   a. bad news
   b. personal information
   c. good luck

3. Feedback should be specific, _____, and given at the right time.

   a. foggy
   b. harsh
   c. helpful

4. What is a stronger term than feedback but closely related?

   a. perceiving
   b. attending
   c. confrontation

5. Confrontation is a _____.

   a. pleasant experience
   b. direct statement
   c. indirect statement

6. What challenges a person to face himself honestly and realistically?

   a. listening
   b. feedback
   c. confrontation

7. Confrontation should be used

   a. always
   b. harshly
   c. cautiously

8. Confrontation deals with

   a. electronics
   b. inconsistency
   c. consistency

9. A suggested format for confrontation is

   a. "On the one hand . . . but on the other. . . ."
   b. "You feel _____."
   c. "You feel _____ because _____."

10. How should confrontation be delivered?

   a. lightly
   b. harsh attitude
   c. caring and concerned attitude

ANSWERS TO SELF-EVALUATION FOR OBJECTIVE VI

1. A
2. B
3. C
4. C
5. B
6. C
7. C
8. B
9. A
10. C

COMPETENCY CHECK LIST FOR OBJECTIVE VI

Below are a list of specific competencies that you could have learned from this section on Confrontation and Feedback Skills. Check off the specific competencies you *have* learned.

_____ I understand what confrontation is and what I can accomplish.

_____ I can confront another person with a concerned attitude.

_____ I know the format for a confrontive response.

_____ I can give feedback to another person.

_____ I can recognize an inconsistency in a person's words and actions.

_____ I realize it is unhelpful to confront with a harsh attitude.

UNIT VII

VII. Initiating Skills

Objective VII: Trainees will be able to formulate and use an initiating (action oriented) response.

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Objective VII: Trainees will be able to formulate and use an initiating (action oriented) response.

Initiate simply means to begin or start. Initiating skills are those that help a person get started moving toward a goal.

Once individuals have personalized a goal, they must decide what specific steps are necessary to attain that goal. An initiating response from a helper forces individuals to decide whether pursuit of the goal will be attempted. When individuals decide upon a specific goal, the helper encourages them to clearly define the steps and behaviors necessary to reach the goal. Initiating responses place emphasis on action--what must the person do to reach the goal. Feedback and confrontation are appropriate at this time.

Personalizing responses encourage persons to state their goal in such a way that personal responsibility and feelings are emphasized. *Initiating* responses extend the process one step further by encouraging persons to describe their goal in terms of behaviors which are observable and achievable. Initiating leads directly toward problem solving.

The basic formula for initiating is: "Your goal is _____ and you are trying to decide if you are willing to work for it." An initiating response like this assists individuals to see their goal clearly and start to think if they really want it. For instance, a young student is interested in the school's debating club but is not sure about the qualifications or the time commitment.

An initiating response may sound like this, "You goal is *to join the debate club* but you are not sure if you have the extra time." This response clarifies the helpee's goal and starts him/her thinking about willingness to enroll.

If this person stated a willingness to give the club a try, the next formula response would be, "You are willing to commit yourself to *the debate club* (his goal) and you are looking for the first step to take." When using the basic initiating responses, the helper may anticipate what the person's first step should be, but the helper should first attempt to "draw out" the helpee's ideas by using open-ended

questions as a first step. Then, if the helpee asks the helper for advice about the first or later steps, the helper may assume that he/she has earned the right to make suggestions.

After the person is clear about the goal and has made a commitment to it, the helper can use statements like--"Your first step is _____ _____; your intermediate step is _____--to help the person act on his commitment. A final step would be to set starting and completion dates for each step. "You can start step 1 on _____ and finish on _____. The time and dates help firm up the person's commitment to the goal.

For instance, in our above example after the person decided he/she was willing to commit time to the club.

Initiating Responses:

"You are willing to commit yourself to the debating club (goal); your first step is *to complete this application;* you can start filling it out today and finish it by Tuesday. Your next step is *to interview the club's captain.*"

This last section on initiating is a very important part of your helping skills program. Initiating skills are the action steps that assist students to set specific goals and design the necessary steps to reach these goals.

Exercise 23: Initiating Skills

Purpose: To practice initiating responses.

Procedure: Below are three situations. Try to formulate an initiating (action) response for each one.

Situation 1:

A former student of yours is thinking about the GED but is not sure how much work is involved to prepare.

Initiating Response: "Your goal is _____ and you are trying to decide if you are willing to work towards it."

Situation 2:

An individual thinks she would like to go to college and she has decided to apply.

Initiating Response: "Your goal is _____

_____."

Situation 3:

A part-time worker is talking to the personnel manager about changing departments in the store he works in. He works in mail order and wants to change to sales.

Initiating Response: "Your goal is _____

_____."

ANSWERS TO EXERCISE ON INITIATING SKILLS

1. To pass the GED.

2. "Your goal is to attend college and you are willing to commit yourself to it and you are looking for the first step to take. Your first step is to apply through the registrar's office."

3. "Your goal is changing over to the sales department and you are willing to commit yourself to it and you are looking for the first step to take. Your first step is to sign this transfer form. Your second step is to interview with Ms. Jones. You can start the process on Monday and be finished by Wednesday."

SELF-EVALUATION FOR OBJECTIVE VII

Instructions: The following questions are designed to help you review the material that was covered in this section. Try to answer the questions from memory; however, if you have forgotten, refer back to the content covered under this objective. The answers will follow this self-evaluation.

Self-Evaluation for Objective VII

1. Initiate simply means to

   a. finish
   b. wait
   c. start

2. If an individual decides to attempt to reach a goal, the helper encourages him/her to

   a. relax
   b. define the steps
   c. take a break

3. Initiating responses place emphasis on

   a. action
   b. feelings
   c. attempts

4. Initiating responses encourage the person to

   a. listen
   b. describe the goal
   c. set unrealistic goals

5. Initiating leads directly to

   a. reflecting
   b. hostility
   c. problem solving

6. After the person has chosen a goal, the helper assists him/her to design the necessary _____ to reach the goal.

   a. steps
   b. suggestions
   c. responses

ANSWERS TO SELF-EVALUATION FOR OBJECTIVE VII

1. C
2. B
3. A
4. B
5. C
6. A

COMPETENCY CHECK LIST FOR OBJECTIVE VII

Below are a list of specific competencies that you could have learned from this section on initiating skills. Check off the specific competencies that you *have* learned.

_____ I understand what initiating skills are.

_____ I can form an initiating response.

_____ I can help a person understand his/her goal.

_____ I can help a person define specific goals.

_____ I can help a person design the necessary steps to reach his/her goal.